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ABSTRACT

This study compared selected items from the 1992 and 1995 (Revised) Higher Education Research Institute's Faculty Surveys (HERIFS) for Clarkson College (Nebraska). The HERIFS surveys are designed to collect data concerning faculty at various institutions nationwide for comparative purposes. This study attempted to identify changes between selected items on the college's 1992 and 1995 surveys; to draw conclusions from analysis of the data concerning expected outcomes for Clarkson College faculty; and to provide recommendations to the college for use in decision making. Included are six tables and one chart that contain data relating to number, age, faculty rank, and racial background of respondents, as well as their highest degree earned, degrees they are working toward, and years in present position. Among changes between 1992 and 1995 identified are an aging faculty, fewer faculty at higher academic ranks, a lack of faculty diversity, and fewer faculty pursuing more advanced degrees. Recommendations are given for most facets of the study. (CK)

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ED 397 696

Summary of A Comparison of Select Items From the 1992 and 1995 (Revised) Clarkson College Higher Education Research Institute's Faculty Survey

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HE 029 378

July 2, 1996

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Introduction

The following is a comparison of selected items from the 1992 and 1995 (Revised) Higher Education Research Institute's Faculty Survey (HERIFS) for Clarkson College. The HERIFS is designed to collect data concerning faculty at various institutions nationwide in order that each of the participating institutions can compare themselves to similar participating institutions. The results of the survey are provided through a number of reports based upon requests from participating institutions. The purpose of this study of 1992 and 1995 (Revised) HERIFS reports for Clarkson College is threefold:

1. To determine what changes, if any, can be found between selected items on Clarkson College's 1992 and 1995 FSD report
2. To draw conclusions based upon the researcher's analysis of selected HERIFS data concerning expected outcomes of Clarkson College faculty
3. To provide recommendations to the Clarkson College community through the Clarkson College Institutional Outcomes Assessment Committee for use in institutional decision making.

Assumptions

The conclusions and recommendations in this study are based upon the assumptions listed below as being truth:

1. The HERI Faculty Survey is to be used to determine the presence or absence of attributes desired of faculty teaching at Clarkson College.
2. The results of the HERI Faculty Survey are accurate indicators of the presence or absence of the desired attributes being studied.
3. The Clarkson College HERI Faculty Survey of 1992 can effectively be compared to the 1996 (Revised) HERI Faculty Survey.
4. Differences in data from the 1992 HERI Faculty Survey and the 1995 (Revised) HERI Faculty Survey truly represent changes in the attributes being studied.
5. Using the 1992 HERI Faculty Survey to compare to the 1995 (Revised) HERI Faculty Survey provides the best measure of change as a period of time has passed which would allow resulting outcomes (changes) to develop.

Instrument

The instrument used to gather the data for this study is the *Higher Education Research Institute's Faculty Survey* (HERI Faculty Survey). The HERI Faculty Survey is designed and published by the Higher Education Institute of Los Angeles, California. The HERI Faculty Survey is composed of a series of questions concerning faculty attributes and opinions. Based upon the data provided by faculty completing the HERI Faculty Survey the Higher Education Research Institute provides institutional reports concerning the faculty at participating institutions. The data collected from the FSD compares weighted national normative results for institutions of similar types. The national normative results are included in the National report entitled *The American Teacher: National Norms for 1995-96 HERI Faculty Survey*. Information concerning reliability, survey construction, etc. can be obtained from the Higher Education Research institute, Graduate School of Education and Information Studies, 3005 Moore Hall, Mailbox 951521, University of California, Los Angeles, California 90095-1521.

Instrument Administration

The procedure used for the administration of the HERI Faculty Survey included an initial mail distribution of the surveys to individual faculty by HERI during the Spring 1996 term. After the initial survey mailing was sent a brief time was allowed for survey returns. Once the initial period passed HERI provided the names of those faculty from whom surveys were not returned. The Office of the Vice President for Academic Affairs contacted all of the faculty who had been identified by HERI as not returning surveys and requested that they complete and return them by the identified HERI Deadline. Clarkson College was assigned to the All Private 4-Year Colleges (Nonsectarian) group. Faculty responding to the survey were categorized according to 4 categories. Table 1 Total Number of Respondents in Each Category shows the categories and the total number of respondents in each.

Table 1

Total Number of Respondents in Each Category

Category	Number of Respondents	Number of Faculty Participating in the Survey Nation Wide[1]
All Groups	55	5119
Full-time	31	
Part-time	18	
Academic Administrators	8	

[1] That is, the number of faculty included in the HERI category "All Private 4-Year Colleges: Nonsectarian".

Findings

Findings are reported for each of the selected items, followed by a conclusion, and where necessary, an appropriate recommendation. Items selected for reporting were those considered by the researcher as being critical to the accomplishment of the outcomes expected of Clarkson College faculty.

Age

Table 2 Identifies the age of respondents. In 1995 the age groups with the greatest number of Clarkson College faculty were the 40 to 44 and the 45 to 49 years of age. This represents a change from the 1992 figures which identify the largest age groups to be 40 to 44 and 50 to 54 years of age. This suggests that the Clarkson College faculty as a group is aging.

Recommendations

No recommendation is forwarded concerning age of Clarkson College faculty.

Rank

Table 3 Percentage of Faculty Within Each Academic Rank illustrates the percentage of the faculty holding the various ranks. With over 54% of Clarkson College faculty holding the rank of Instructor indications are that the College faculty is largely inexperienced as faculty. Since 1992 the number of faculty holding the higher academic ranks of Associate and full Professor have

decreased suggesting that faculty development is not keeping up with the loss of highly ranked faculty. When 1995 data is compared to Nonsectarian 4-Year Colleges a great difference is noticeable in the number of highly ranked faculty and overall rank diversity at Clarkson College compared to the Nonsectarian 4-Year Colleges group to which Clarkson College was assigned.

Table 2

Age Group of Respondents[2]

Age Group	% of Respondents In Age Group 1995	1992	Difference	Nonsectarian 4-Year Colleges[3]
Less than 30	6.5	0.0	-6.5	1.7
30 to 34	0.0	4.2	4.2	9.0
35 to 39	16.1	8.3	7.8	13.6
40 to 44	19.4	25.0	5.6	17.3
45 to 49	19.4	12.5	6.9	18.7
50 to 54	9.7	25.0	15.3	14.6
55 to 59	9.7	16.7	8.4	13.1
60-64	16.7	8.3	8.4	8.6
65-69	3.2	0.0	-3.2	2.9
70 or More	0.0	0.0	0.0	0.4

[3] Based upon the 1995 HERIFS.

Recommendations

The following recommendations are forwarded concerning the Academic rank of Clarkson College faculty.

1. Faculty holding the rank of Professor, Associate Professor or Assistant Professor need to be increased in order to provide the instructional programs a diversity of experience and education.
2. Clarkson College should continue to support the educational and experiential development of Faculty for the purpose of increasing the number of faculty holding the rank of Professor, Associate Professor or Assistant Professor.

Racial Background

Table 4 Racial Makeup of Faculty provides information concerning the diversity of the Clarkson College faculty. As can readily be seen there has been growth, though minor, in several areas. Clarkson College, in general, is comparable with the Nonsectarian 4-Year College group to which it belongs. The diversity of Clarkson College faculty is narrow in terms of a racial variety .

Table 3

Percentage of Faculty Within Each Academic Rank

Rank	% of Respondents Holding Each Rank 1995	1992	Difference	Nonsectarian 4-Year Colleges[3]
Professor	3.2	7.7	-4.5	33.3
Associate Professor	12.9	19.2	-6.3	29.2
Assistant Professor	19.4	26.9	-7.5	27.4
Lecturer	0.0	0.0	0.0	1.8
Instructor	54.8	46.2	8.6	6.4
Other	9.7	0.0	9.7	1.9

[3] Based upon the 1995 HERIFS.

Table 4

Racial Makeup of Faculty

Race	% of Respondents In Race Group 1995	1992	Difference	Nonsectarian 4-Year Colleges[3]
White/ Caucasian	93.5	96.2	-2.7	91.0
African American	3.2	0.0	3.2	3.4
American Indian	0.0	7.7	-7.7	1.7
Asian American	0.0	0.0	0.0	3.8
Mexican American	3.2	0.0	3.2	.3
Puerto Rican American	0.0	0.0	0.0	.3
Other Latino	0.0	0.0	0.0	1.0
Other	0.0	0.0	0.0	1.8

Recommendations

The following recommendations are forwarded concerning the racial diversity of Clarkson College faculty.

1. Clarkson College should continue its efforts to acquire a racially and otherwise diverse faculty to its campus.

Highest Degree Earned

Table 5 Highest Degrees Earned by Faculty shows the formal education which Clarkson College faculty hold. A review of the table indicates that 61.3 percent of the Clarkson College faculty hold the master of science degree while only about 19% hold doctorates.

Table 5

Highest Degrees Earned by Faculty

Degree	% of Respondents Holding Degree 1995	1992	1992-1995 Difference	Nonsectarian 4-Year Colleges[3]
BS/BA	3.2	7.7	-4.5	2.3
MA/MS	61.3	61.5	-.2	22.2
LLB,JD	0.0	0.0	0.0	.6
MD,DDS	0.0	0.0	0.0	.1
Other 1st Professional	0.0	0.0	0.0	.5
EdD	6.5	7.7	-1.2	4.8
PhD	12.9	11.5	5.9	64.1
Other Degree	6.5	7.7	1.2	3.9
None	9.7	3.8	5.9	1.5

Recommendations

The following recommendations are forwarded concerning the highest degree Clarkson College faculty have earned.

1. Strategies for increasing the number of doctorally prepared faculty should be developed.
2. Clarkson College should continue to financially support the continued education of faculty who do not possess a doctor's degree

Degree Currently Working On

Table 6 Degrees Currently Working Toward indicates that fewer faculty are pursuing degrees than were pursuing degrees in 1992. When data from Table 6 is compared to data from Table 5 Highest Degree Earned By Faculty indications would be that faculty in general are not seeking to complete higher degrees, even though a large majority of faculty do not possess terminal degrees. When it is considered that only 19.4% of the faculty hold doctoral degrees yet 53.8% of the faculty is not continuing to work towards a degree conclusions would suggest that a major effort must be taken to encourage faculty pursue a terminal degree.

Recommendations

The following recommendations are forwarded concerning Degrees Currently Working On:

1. Faculty who do not hold terminal degrees and are not working toward degrees should be told their contract renewal is contingent upon their enrolling and working toward a degree higher than the one they presently possess.
2. As vacant positions are filled high priority should be given to those qualified individuals with doctoral degrees.
3. Clarkson College should continue the financial and scheduling support it provides faculty who are continuing their education. In return for institutional support faculty should be required to remain at Clarkson for at least two years after the completion of their degree.

Table 6

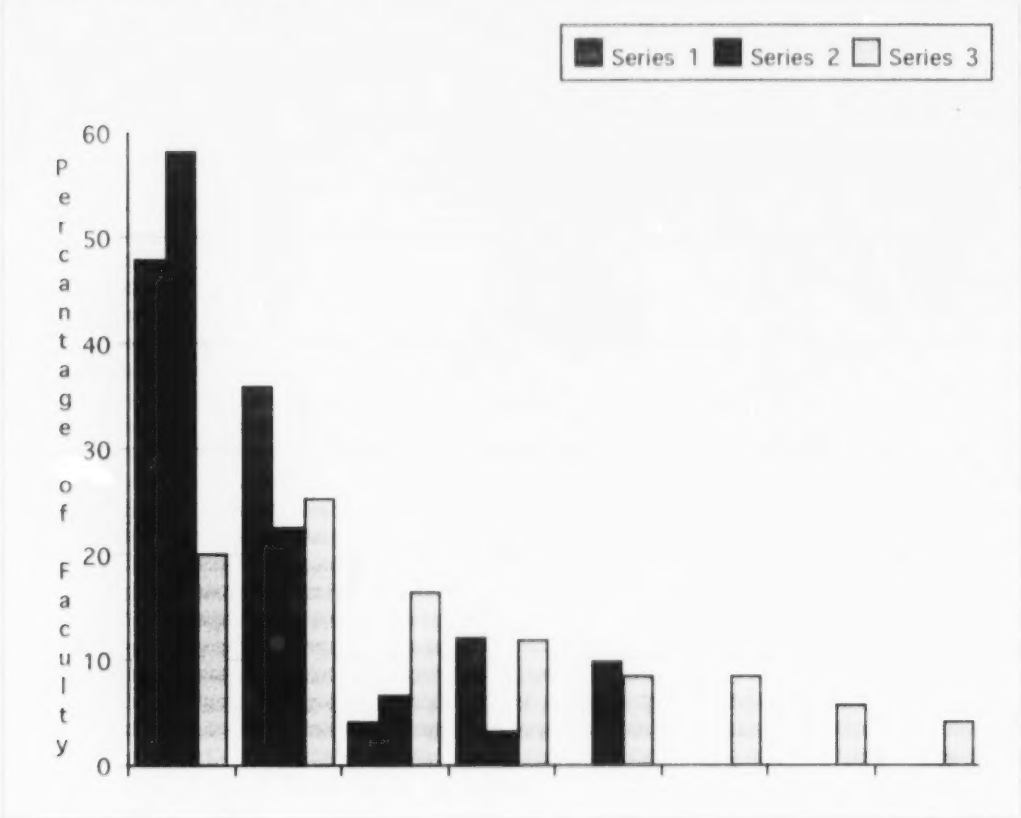
Degrees Currently Working Toward

Degree	% of Respondents Working On Degree 1995	1992	1992-1995 Difference	Nonsectarian 4-Year Colleges[3]
BS/BA	0.0	0.0	0.0	.3
MA/MS	15.4	41.7	-26.3	3.6
LLB,JD	0.0	8.3	-8.3	.2
MD,DDS	0.0	0.0	0.0	.1
Other 1st Professional	0.0	0.0	0.0	.3
EdD	0.0	0.0	0.0	3.5
PhD	23.1	25.0	-1.9	15.6
Other Degree	7.7	8.3	.6	2.1
None	53.8	16.7	37.1	74.3

Years in Present Position

Chart 1 Years In Present Position illustrates the number of years faculty have held their position with Clarkson College. A review of the data indicates that 80.7% of the faculty have been at the College for less than seven years (Series 2 represents 1995 data). This compares to peer institutions which have a total of only 54.2% of their faculty having been at their institution greater than seven years (Series 3 represents peer institutions). A comparison of 1992 data (Series 1 represents 1992 data) to 1995 data indicates a significant reduction in the number of faculty who have been with the institution over eight years.

Chart 1
Years in Present Position



Recommendations

The following recommendations are forwarded concerning the number of years faculty have with the College:

1. Actions should be taken to identify reasons why faculty do not stay with the College as long as faculty at peer institutions.

2. Activities which could be used to encourage faculty to stay with the institution for a greater number of years should be implemented based upon the identified reasons faculty leave the institution.